



Inclusive Access to a Diploma:
Reimagining Proficiency
for Students with Disabilities



English Language Arts / English Language Development

Analyzing & Writing Arguments,
Research Across Texts, and
Informational Oral Presentations

Performance Supertask | Student Materials

Authors: Initiative Team
May 31, 2025



Funded by the California Department of Education, Special Education Division



Directions

Please review the task below and answer each question to the best of your ability. If needed, you may have an adult or peer read the task out loud. You may use the following tools as resources in answering each item.

When **conducting research and analyzing literature** from diverse perspectives, you can use the following to demonstrate your thinking and learning:

- writing short responses with pen and paper or a word-processing application
- communicating your understanding verbally
- creating an infographic or other visual
- creating a multimedia presentation

When **writing arguments**, you can utilize the following options for demonstrating your skills and knowledge:

- using speech-to-text to complete the content
- handwriting with pen and paper
- writing using a word processor that includes spelling and grammar tools
- dictating to a scribe¹

¹ In this situation, it is important for the scribe to be careful to record **only** what the student explicitly communicates, rather than making interpretations and “filling in the blanks” based on what they think the student meant.





When **creating an oral presentation**, you could present in the following ways or use the following tools:

- using notes or a brainstorming/outline template available to stay organized throughout the presentation
- creating a slide presentation and narrating key points
- creating a poster presentation and narrating key points
- using a screen casting from a multimedia device
- creating a podcast
- creating a video of the oral presentation
- using text-to-speech software to communicate key points of a presentation

Consult with your teacher if you need additional allowable resources to complete this performance task.

Word Bank. Here are some words that might help you in explaining your thinking for each task. (You will probably not use every word for every question, so pick and choose the words that make sense for each question.)

claim counterclaim evidence reasoning refute
fallacy valid theme tone analysis
rhetoric





PART 1. Analyzing and Writing Arguments: Using Knowledge of Rhetoric to Write Arguments and Analyze Arguments from Diverse Perspectives (A)

Part 1. Directions

In this part of the performance task, you will read and analyze an argument that your teacher will provide featuring a multisided issue of interest. The reading can be read aloud with a partner, read silently on your own, or during a facilitated discussion with your teachers and peers. Your responses to the following questions will demonstrate your understanding and analysis.

Item Directions

After reading the teacher provided pieces of literature that feature multiple perspectives of an argument, you will identify the main claims made in favor of the key issue in the text and cite evidence to support the analysis. Answer the item tasks below about this argument.

Item 1 Task

After reading the text, respond to the following question.

- What are the main claims being made in the text? Cite strong and thorough evidence from the text to support your analysis.





Item 2 Task

After reading the text, respond to the following questions.

- How does the author structure their argument to support their claim? How are the ideas and claims developed and refined throughout the text?
 - In your response, analyze the order of points, specific sentences, and paragraphs and how they are introduced and developed.
- What is the author's point of view? How do they use rhetoric and language to advance this point of view?
 - In your response, analyze the choice of words, tone, style, and rhetorical strategies used.

Item 3 Task

After reading the text, respond to the following.

- Restate the argument the text is making.
- Evaluate the reasoning in the text to determine if the evidence is strong and relevant.
 - In your response, identify and explain any untrue claims or faulty reasoning.





PART 2. Research Across Texts—Conducting Research and Using Findings in Written Informational and Explanatory Texts

Part 2. Directions

During this part of the task, you will develop your own research questions about a policy or condition that interests you. Your questions will guide your research and lead to informational writing of your research results. Later in this performance task, you will write your own argument (Part 3) and develop a presentation (Part 4).

Item Directions

In Item 1, you will identify a research question and create a research summary. For Item 2, you will thoroughly analyze one of your research summary sources across multiple areas.

Item 1 Task

Consider a question or problem you are curious about. You may have noticed frequent accidents at an intersection, there is no soccer field near where you live, or there seems to be a large quantity of food thrown away at lunchtime. Table 1 lists research questions to match the tasks in this assessment.





Table 1. Tasks and Sample Research Questions

Sample observation	Sample research questions
You have noticed frequent accidents at an intersection.	What causes accidents at the intersection? What time are the accidents happening?
There is no soccer field where you live.	What is the community interest in a soccer field? What space is available for a soccer field?
There seems to be a large quantity of food thrown away at lunchtime leading to waste.	What is being thrown away? Why are students not eating the food?

Ask your teacher for any appropriate resources you may wish to use to complete this task, such as using speech-to-text software.

Your informational research summary must address the following components:

- **Introduction and Organization**
 - Introduce your topic or thesis statement clearly.
 - Organize your ideas and information effectively, using headings, graphics (for example, figures or tables), and multimedia when useful to aid comprehension.
- **Summary of Findings**
 - Provide a clear and concise summary of your findings.
 - Develop your topic with relevant facts and concrete details that are clear and fully developed.





- **Sources**
 - Provide a brief summary of each source.
 - Cite them correctly with footnotes and endnotes. Example citation format: [Author, Title, Year].
 - Use precise language and domain-specific vocabulary to express the complexity of the topic.
- **Style and Tone and Use of Transitions**
 - Maintain a formal style and objective tone.
 - Use precise and appropriate language and vocabulary.
 - Uses transitions to create a cohesive and clear summary.
- **Overall Insights**
 - Describe what you learned from the research, note any new questions you now have, and explain your next steps.
- **Conclusion**
 - Provide a concluding statement or section that summarizes the information or explanation you have presented, including the importance of the topic.





Item 2 Task

Choose one of your sources from Item 1 to analyze and respond to these related questions.

- What is the central idea of your chosen text? How does the central idea emerge and develop from the beginning to the end? Provide specific details from each part of the text.
- How does the author introduce and arrange the main points in the text? How does the author connect different ideas and use the structure to make the argument or narrative more effective (for example, chronological structure, cause and effect structure, and problem and solution structure)?
 - In your response, provide examples from the introduction, transitions between sections, and overall structure.





PART 3. Analyzing and Writing Arguments: Using Knowledge of Rhetoric to Write Arguments and Analyze Arguments from Diverse Perspectives (B)

Part 3. Directions

Part 3 has only one item. For this part of the performance task, you must take a position about a topic you have researched and write an argument based on the parameters of the task. Use content developed in the other parts of this performance task to aid you in your response.

Item 1 Directions

Using your research on your chosen topic, take a stance, and write a well-reasoned argumentative essay. Your essay should incorporate clear claims, relevant evidence, and counterarguments while maintaining a formal style and structure.

Item 1 Task

Follow the guidelines below to write an argumentative essay.

- **Claim**
 - Clearly state a precise, knowledgeable claim.
 - Ensure your main point (thesis) is clear, compelling, and sets the direction for your argument.
- **Development**
 - Develop claims and counterclaims thoroughly.
 - Provide strong, relevant, and sufficient evidence to support your claims.
 - Acknowledge and refute counterclaims effectively.
- **Organization**





- Use clear and logical organization with appropriate transitions.
- Ensure your argument flows smoothly with a clear progression of ideas.
- Structure sections and paragraphs cohesively.
- **Style and Tone**
 - Maintain a formal style and objective tone appropriate for the audience and purpose.
- **Grammar and Usage**
 - Demonstrate command of standard English grammar and usage.
 - Use parallel structure and a variety of phrases and clauses effectively.
 - Accurately use general academic and domain-specific vocabulary.
- **Conclusion**
 - Provide a strong and effective conclusion.
 - Ensure your conclusion follows from and supports your argument.
 - Synthesize the main points and reinforce your thesis.





PART 4. Informative Oral Presentations: Planning and Delivering Oral Presentations Conveying Information from Credible Sources

Part 4. Directions

In Part 4, you will prepare and deliver an oral presentation. Item 1 focuses on assessing your strategies for preparing for presentation, targeting the ways you research and design your content. Item 2 assesses the quality of your delivery and execution of the plans you established in Item 1.

Item Directions

Using the research you have already conducted on your chosen multisided topic, create a presentation plan and design or select digital media such as text, graphics, audio, visual, or interactive elements to enhance your presentation. Then, to conclude this section of the task, you must deliver your presentation to an audience.

Item 1 Task

Using research you have already conducted, create a presentation plan.

- **Review Your Research**
 - Look back at your chosen multisided topic and the research you have gathered.
- **Design Your Presentation**
 - Decide on the format and select digital media such as text, graphics, audio, visuals, or interactive elements to enhance your presentation.
- Include these **Key Elements**
 - Your central message or main idea.
 - The sources that support your message.





Item 2 Task

You will present your findings to an audience of your peers. You can present live or create a video, depending on the format you choose.

- **Speak Clearly and Confidently**
 - Make sure your presentation is easy to follow and well-structured.
- **Use your time wisely** to cover key points and share visuals effectively.
- **Include the following in your presentation**
 - A clear purpose, claim, or central message.
 - Content-specific vocabulary related to your topic.
 - Logical organization with transitions and clear sentence structures to guide your audience through your points.

Remember: This part is about organizing and communicating your ideas effectively, using both your research and presentation tools to make an impact.

